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ABSTRACT

This study attempted to provide information to assist in developing a program plan for youth work in a five-county area served by the Missouri Extension Program. An attempt was made to (1) determine the extent and diversity of the problems confronting the youth in the area studied, (2) analyze the problems and select those that could be programmed for within the scope of Extension youth work; (3) appraise those resources of the University of Missouri which might be mobilized to meet these needs; and (4) select responsible leadership capable of lending direction to a well-rounded program of youth assistance. To accomplish these aims, a survey and analysis of the literature on the characteristics of the area and of the youth was conducted as well as an indepth look at program development literature, and a questionnaire survey of youth leaders to ascertain their attitudes and ideas of the needs of youth in Missouri's northeast area was undertaken. From the results, it is concluded that the questionnaire was of particular help although some of the findings might have been previously assumed. It is felt that the results did provide new information and reemphasize certain points. The study seems to have provided the beginning of some cohesiveness of youth leaders in the area. (Author/JS)

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A PROGRAM PLAN FOR YOUTH OF THE NORTHEAST MISSOURI EXTENSION AREA

A Report

Presented to

The Department of Extension Education

University of Missouri, Columbia

In Fulfillment of Requirements

For A Special Problem, Extension Education 400

by

Roark Rickett

June 1970

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PURPOSE

Despite the development of an amazing number of youth programs all over the country which reflect originality and adaptability to local needs, the initiative strong enough to weld these varying philosophies and practices into an integrated plan of educational and occupational assistance to youth, has as yet failed to appear.

As the University of Missouri Extension program moves into multi-county work, it appeared feasible and applicable for this Area Youth Agent to develop a program plan for youth work of the five county area in which he works.

The major purpose of the study was:

(1) To determine the extent and diversity of the problems confronting youth of the five county area,

(2) To analyze the problems and select those which can be programmed for within the scope of Extension Youth work,

(3) To appraise the resources within, adjacent to, and from the University of Missouri to the area which might be effectively mobilized to meet these needs,

(4) To select responsible leadership capable of lending direction to a well rounded program of youth assistance.

The study to accomplish these purposes, included a survey and analysis of literature on the characteristics of

the area and of the youth; and indepth look at literature on program development; and a survey of youth leaders as to their attitudes and ideas of the needs of youth in the Northeast area.

FINDINGS

The Northeast Extension Area of Missouri is made up of Adair, Clark, Knox, Scotland, and Schuyler counties. In 1965, according to the County and City Data Yearbook, (5) the area had a population of 46,924. It is reasonable to assume the 1970 census will show an increase in population for the area, but decreases in some of the individual counties. The population is distributed somewhat evenly with the exception of Adair county which has the only urban population in the area. Adair county had a population of 20,105 of which 65 per cent of that lived in the city of Kirksville. The other counties showed populations as follows:

Clark	8,725
Knox	6,558
Scotland	6,484
Schuyler	5,052

About 45 per cent of the area's population is made up of youth under the age of 24. The following table shows youth by age in each of the counties.

AGE DISTRIBUTION OF YOUTH BY PERCENTAGES
OF TOTAL POPULATION (1966)

County	5 and under	6-11	12-17	18-24
Adair	12	11	10	14
Scotland	9	12	11	10
Clark	12	11	11	11
Schuyler	10	10	10	10
Knox	10	11	10	12

From the U. S. Office of Economic Opportunity Community Profiles,(6) which gives us figures through 1966, we find that school enrollments in each county of the area has risen every year since 1960. Of the total enrollment for the area in 1966 of 10,296, Adair county had in round figures 4,250; Clark and Knox county, 1500 each; Scotland county, 1400; and Schuyler county, 1000.

On the other end of the scale, people 65 years old and over made up about 17 per cent of the total population of the area. This leaves some 38 per cent of the population in the 25-65 age category from which youth organizations normally draw volunteer leaders.

The area is best described as rural, with farming and agriculture-related business the predominate way of living. There are low income families in the area, as expressed by the following table of median family income in 1966 by counties.

MEDIAN FAMILY INCOME
1966

County	Income
Adair	$4,551
Clark	3,859
Scotland	3,752
Schuyler	3,227
Knox	3,509

The area is heavily influenced by the urban center of Kirksville and from without the area, the towns of Hannibal, Quincy, Keokuk, Bloomfield, and Des Moines. Area families are frequent shoppers in these towns, subscribe to their daily newspapers, and listen to their television and radio programs, in addition to using their hospital services, and other ties too numerous to mention. Students of the area most frequently attend college in Quincy, Kirksville, Keokuk, Des Moines, and Hannibal, and to a lesser degree, the University of Missouri.

QUESTIONNAIRE

To assist in determining the needs of the youth of the area, a questionnaire was used and a copy is included at the conclusion of this paper. The questionnaire was sent with a covering letter to 36 people, whom the author considered to be professional youth leaders spending over 50 per cent of their time doing youth work. The mailing list was devised from personal knowledge of the area and interviews with people of the area. It cannot be assumed all professional youth leaders were contacted, and that the list was all inclusive. Nor can it be assumed that all respondents exactly fit the criteria of the professional youth leader.

Of the 36 questionnaires sent, 26 were returned completed. Six of the questionnaires were returned incompleted with notations advising that they did not feel they met the criteria of spending over 50 per cent of their time doing youth work. Four questionnaires were not returned at all, even though a reminder letter and phone call was made.

The 26 youth leaders who responded were as follows:

1 Boy Scout Executive
1 Girl Scout Executive
3 Child Welfare Workers
1 Education Advisor--Conservation Commission
3 Juvenile Officers

4	Guidance Counselors (12 month appointments)
1	Extension Youth Agent
1	YMCA Programmer
1	Youth Representative of a large firm
3	Vocational Agriculture Instructors (12 month appt.)
3	Home Economics Instructors (12 month appt.)
1	Nurse
2	Teachers (12 month appt.)
1	Church Youth Leader
26	Total

Note: Teachers in schools of the area were not included in the sample unless on 12 month appointment.

Of the 26 respondents, 14 worked in Adair county, 8 in Scotland county, 6 in Clark county, 5 in Knox county, and 5 in Schuyler county. Respondents could and did in some cases check more than one county as the question was worded to check the counties that they normally work in. Five of the professional youth leaders work in all five counties of the area. One must not assume that all respondents live or headquarter within the area itself, as some did not. Some of the youth leaders work also in counties outside the five county area.

When asked to describe the settings in which the respondent works with youth and youth leaders, the following results were obtained:

Organizational setting	16
Group setting	14
Classroom setting	7
Individually	4

We cannot conclude from the findings that these youth leaders do not work on a one to one basis, but that they do so less frequently than in other settings. This would imply that the majority of the material this Youth Agent gives these youth leaders would most likely be of more use to them if it applied to working in the organizational and group setting than on working in the classroom or on an individual basis.

The majority of the youth leaders worked with the 6-17 age group, we find. Responses obtained were:

Age 5 and under	0
Age 6-11	13
Age 12-17	13
Age 18-24	9
Over 24	3

It is important to note here that even though a youth leader checked an age group or groups, it is possible he might only rarely come into direct contact with that group. Some responses were made by checking that age group which the adult leaders work with, the adult leader being the normal audience of that youth leader. The results obtained

do indicate, in part, what youth are reached in the area by these co-workers. It also suggests that information on the child of age 6-17 would benefit more of these leaders than say information on the child under six years of age.

The professional youth leaders were asked to check the roles in which they most frequently worked with youth and youth leaders. These results were obtained:

Leader of the group	17
Coordinator	6
Instructor	4
Counselor	3
Advisor	2

Eight needs of youth were suggested to the respondents, and they were asked to rank in order of deserving greatest priority in a youth program plan. The results were tabulated by assigning values to the order of placement and the following ranking was obtained. The number in parenthesis represents the number of times that item was listed in first place.

1. Initiate and expand school related educational programs. (13)
2. Increase knowledge of inter-personal relationships. (6)
3. Build moral and spiritual values. (4)
4. Expand opportunities for employment. (2)
5. Improve and supplement programs in guidance and counseling.

6. Use and develop necessary community services for youth. (1)

7. Improve recreational facilities and programs.

8. Assist in adjustment to urban living.

The youth leaders were asked to list in rank order programs for youth they felt should be put into action. No respondent listed over three programs in this question and seven listed only one program. Responses were similar and overlapping and could be combined into 14 separate categories. Listed below are the categories and the number of times mentioned shown in parenthesis.

1. Education of parents and other adults on the characteristics and problems of youth. (12)

2. A program on career exploration in pace with the times and needs. (9)

3. Health programs for youth emphasizing nutrition, teeth, smoking, and drugs. (6)

4. Programs on overall citizenship. (5)

5. Programs to prepare youth for the social and psychological adjustments of urban living. (3)

6. Programs directed to youth on understanding their adolescent process and the factors involved in approaching adulthood. (3)

7. Programs on use of leisure time. (2)

8. Programs for the culturally deprived youth. (2)

9. Programs designed to rehabilitate delinquents. (2)

10. Programs focused on the school dropout. (1)

11. Community resource programs on libraries, facilities available to youth, and job placement and advisement. (1)

12. Programs on family life education. (1)

13. Programs on the role of the Church and its relationship to youth. (1)

14. Programs designed to make school more meaningful. (1)

The youth leaders were asked to list the primary youth audiences they felt were important in developing a youth program. Their responses follow:

	Number Listing
Disadvantaged	10
All youth	6
Ages 10-20	4
Ages 6-10	3
Ages 12-14	1

It is interesting to note that other than for the identification of "disadvantaged," no audience was identified other than by age. Also, even though some of the professionals questioned work only with boys, and some only with girls, there was no response made identifying a group by sex. One might have predicted that identified groups as "farm boys and girls," "rural youth," "the college students," or "those not in youth organizations," would have been mentioned, however they were not.

Respondents were also asked to give a brief description of the major emphasis their organization is stressing in relation to youth programs. It appears that those

questioned could be combined to say that one thing they have in common is that they all strive to advance the welfare of young people. All questionnaires returned had an answer to this question. Some of the answers were abstracted from charters and constitutions, and others were in the words of the respondent. It is interesting to note that the phrase "develop leadership" appeared in ten different questionnaires; the phrase "citizenship building," eight different times; and the phrase "character building," seven times. Examples of the responses are:

"To promote, through organization and through cooperation with other agencies, the ability of boys to do things for themselves and others; to train them in Scoutcraft; and to teach them patriotism, courage, self-reliance, and kindred virtues."

"To provide an opportunity for the personal development of youth through group experience."

"To bring to girls a program which will help them to become happy, well-balanced persons and active, responsible citizens."

". . . to advance social education, leadership, and citizenship training."

". . . to instill in the members, respect for parents and love of home, and to teach the fundamentals of good citizenship."

"Creating more interest in the farming occupations and improving scholarship and encouraging organized recreational activities."

"Parent education and promote progressive education to youth."

When asked to give a brief description of the youth program that will be offered the next twelve months, all

respondents answered. This question probably yields more value in this study than the one preceding, in that it helps to show what organizations are doing rather than just a mere statement of purpose. However, the responses were more of a general nature than specific.

Following are the comments made on this question:

Health and Safety

- Support a free dental clinic
- Set up an educational program on the use of drugs
- Sponsor a poster contest on some aspect of safety

Careers

- Hold a career workshop
- Several educational tours to Moorman Feed in Quincy, General Motors in St. Louis, and others
- Try to set up some type of job placement program for youth in the 10-16 year old age range

Adult Education

- Volunteer leader training
- Promotion of adult education
- Parent education programs on raising the child

Outdoor Activities

- Camping--Group and Day
- Community clean-up campaign
- Have some type of workshop on outdoor skills as fishing, boating, hunting, swimming, and camping

Organization

- Have the church leaders meet with youth serving organizations to coordinate their work and concerns
- Work to get Child Welfare Caseworkers in each of the five counties
- Hold social events for all the kids in the area
- Have a local radio station put on a regular program which is designed by youth
- A large amount of time will be spent raising money for deprived youth programs
- Better the program of Youth Day at the fair in Kirksville
- Operate the normal Scouting program
- Have exhibits and demonstrations on handicraft work
- Emphasize patriotism, physical activities, and home relationships

Respondents were asked to check items from a list that they felt they needed to carry out a better youth program. Following is the list in order of most frequently checked to least, and in parenthesis the number of times checked.

More youth leader participation	(22)
Increased knowledge of your impact on youth	(17)
Resource people (consultants)	(15)
Better trained voluntary leaders	(12)
Cooperation among youth serving agencies	(12)
Reference lists and Abstracts of research about Youth Programs	(9)

Non-Credit Short Courses	(8)
Credit Courses from College or University	(7)

One should note, I think, that 22 answered that more youth leader participation was needed--yet, of those 22 only 12 checked they could use better trained volunteer leaders. Also, it was the same 12 who checked better trained leaders who made up 12 of the 15 checking that resource people (consultants) were desired for carrying out a better youth program.

It is difficult to draw any conclusions for the responses made on this question, other than to note those categories which received the greatest emphasis and assume these might take consideration of priority in drawing up a program plan when a resource such as time is limited.

The youth leaders in answering the question of how they think youth programs of the area could best be coordinated, indicated several possibilities. Eight of the questionnaires returned had this question unanswered, and were simple marked as (?), or (-), or (!). Following are the remaining responses:

Formation of an area Council	(6)
No specific suggestion, but should be done	(6)
Extension Youth Agent take the lead	(2)
Circulation of newsletters	(2)

Use the Ministerial Alliances (1)

Use the college in Kirksville (1)

One can assume from the responses made to this question, that by and large the youth leaders of the area consider the idea of coordination of youth programs to be good, but no one respondent was clear on the means of accomplishing it. Even though suggestions were made, there was no elaboration on the suggestion or a plan of action. The author is unaware of any coordination or facsimile thereof in existence in the area as of this writing. One respondent did write in a comment on this question, stating that, "When I am in a county setting up some new program, I try to contact the youth leaders I know there to get their cooperation and support and for news items to their groups."

The last question was open in that the youth leaders could make any additional comments they wished. Of the 26 questionnaires returned, 10 left this question blank with no comment. Following are the comments of the remaining 16 respondents:

"We need a youth council which would provide a forum for the discussion of community problems as they affect youth."

"The youth leaders of this area should be together more to exchange ideas. Perhaps you can get this accomplished."

"We need more cooperation between the schools and youth serving agencies. I am hopeful your work will help do this. One of the best things is the Youth Leaders meeting held in Columbia that you sponsor. The program is

excellent and the association with other youth leaders is a tremendous help to me."

"The youth of the area should be asked what they feel their needs are. Several youth leaders might meet with the school student council representatives."

"These counties need to be tied together more. The kids in Clark county don't know many of the kids in Kirksville and don't have much in common with them."

"Put this survey to use. Too many of these just lie on the shelf and collect dust."

"Very good survey. I want to see your results."

"Glad to see you working on this problem."

"Good."

"More programming should be done in human development."

"Someone needs to do some work with youth in the field of courtship or dating, sex and marriage."

"Drugs are not a problem for us yet, but they will be before long. We need to plan for it."

"We need to organize some youth groups that are controlled by the participating youth and not the adults."

"I think one of the greatest problems working in this area is the conservative attitude of the farm people."

"Time is a big factor. We must work together to get everything done and stop duplicating our efforts."

"I'm very pleased to see Extension working with youth not in 4-H and the idea of specialization."

REVIEW OF LITERATURE

One cannot depend on the questionnaire findings as the sole basis of development of a program plan. However, it has served as a tool and should not be ignored. The questionnaire, it can be assumed, did not reach all the professional youth leaders of the area, nor can we accept the idea that the youth leaders surveyed know all the problems concerning the youth of the area, or are correct in their diagnosis of the stated problems and their priorities. Neither can we assume that the interpretations made are as the respondents would have liked them.

No survey was made of the youth from the area in a direct manner. It is possible that some or all of the youth leaders' responses were derived in part by their individual contacts with youth at some time. Perhaps, indirectly, the questionnaire has yielded some of the youth's ideas.

The author also assumes that had he known well his population surveyed and had worked jointly with them, that some responses might have been different. However, the author did not know personally 18 of the 26 surveyed. There is a tendency of people being surveyed to be less free and open when they do not know the person doing the survey or the conditions surrounding the survey.

I know of no proof, but it is commonly said among youth leaders that a youth leader tends to be overly

protective of his youth group and fears invasion by another so as to cause membership loss or a decline of interest. One youth leader when called as a reminder to return her questionnaire made the comment that even though she would like to drop some programs from her organization and let other organizations offer them, she could not since her employer insisted on their continuance. Thus, this respondent probably did not record all she wished to on the questionnaire.

In examination of literature seeking to find information on the youth of this five county area, the author found an absence of work done at this level. Studies were found on work done at the county level and within a county. For example, individual studies have been made in schools, studies of organizations as the 4-H of Clark county, and the disadvantaged youth of Kirksville. However, this study appears to be the first of its type in attempt to program for youth and consider the youth needs of the entire five county area.

For this reason, it seemed the best alternative to determine the characteristics of these youth, was to examine work done on youth at a larger scale which had included this area and assume that the implications would apply to the youth of the five counties.

Studies on youth though, are many in number and scope, and it would not be feasible to report or examine them all for this study. Thus, only the work of recent times and which included information which should be noted will be reported on at this point.

One such source of information was the work done by the Missouri Committee for the 1970 White House Conference on Children and Youth.(4) Although this is a national conference, the Missouri committee involved youth representatives from every county. The youth who met in these 35 conferences in Missouri in 1969, voiced a number of concerns. Following are part of the recommendations which they helped to formulate:

> A Missouri office of youth and student affairs should be established by statute to provide programs, to be administered largely by young people, whereby youth, of a state and local level, would substantiality participate in the planning, administrative, and evaluative processes which affect their lives, and whereby now wasted talents of today's youth may be directed toward solutions for the critical, social, economic, and political problems prevailing in our society.
>
> Human relations councils should be established in junior and senior high schools throughout the state. . . .
>
> The Church, individually and collectively as an institution, should be actively involved in the social issues of our day in order to bring reconciliation in a fragmented world.
>
> A joint council of youth and adults to plan appropriate recreation programs should be established at the community level.

Additional entry-level jobs for youth, to include full-time, part-time, and summer employment, should be developed in both the public and private sectors.

Innovative approaches to substance and drug abuse prevention through education should be developed at all age levels, including parents, and that drug education should be incorporated into the pre-service and in-service training, at the undergraduate and graduate levels, of teachers and others in the helping professions.

The office of ombudsman should be established by statute on a regional basis for the state of Missouri.

Students, parents, educators and other citizens must participate actively and continuously in the common endeavor of identifying, defining and clarifying the purposes of education in a democracy.

All persons must be provided the means to gain an understanding of themselves and their relationships with the society of which they are a part.

The above excerpts are neither complete nor representative of the Conference proposals. To abstract these recommendations are perhaps unfair, as the entire list is excellent for one to use when viewing youth attitudes. However, one can see by these recommendations that the questionnaire findings and implications are very similar.

The Purdue study as reported in The American Teenager,(2) was an attempt to obtain information that is generally accepted to be problems of adolescents. The study was conducted on a national scale by trained personnel. Following is the list of problems which adolescents checked as being of major concern to them:

·Adjustment to school work

·Personal-psychological relations

·Social and recreational activities

·The future--vocational and educational

·Social-psychological relations

·Curriculum and teaching procedure

·Finances, living conditions, employment

·Health and physical development

·Courtship, sex and marriage

·Morals and religion

·Home and family

Here again one can see that the findings in the Purdue study are very similar to this study done in the Northeast area.

In the article by Glyn Morris which appeared in "Clearing House" in 1954,(1) he reports the findings of a study using the Mooney Problems Check List on 500 pupils of a school district. One of the most valuable features of this study was the collection of several hundred problems presented by the students in the free-response section of the inventory. Here are some of the more typical brief statements abstracted from the collection, which included a number of greater length:

My brother and I hate each other.

I want to be popular with everyone.

One of my chief concerns seems to be over social matters.

I find it hard to control my temper when I get angry.

My problem is getting along better with my brothers and sisters.

At home I have the feeling I'm not wanted.

My teeth are bad.

If I try to do my best in school work, other pupils are jealous if I receive praise.

I like people if I don't have to know them intimately.

If my parents could only understand the modern younger generation and not want me to do what they did when they were young.

If there were more chances for a job in town I would be more satisfied.

PROGRAM DEVELOPMENT

In program development, one can follow no guidelines at all or use any one of the many models suggested in the literature. Frequently, an educator developing a program will use a combination of models. But it would seem that that model is best which the programmer understands and can see how his knowledge and facts will apply to its criteria.

This author is somewhat partial to the program development model offered by Pesson in the book, The Cooperative Extension Service,(3) with only slight modification. Pesson states there are eight steps involved in program development: (1) collection of the facts, (2) analysis of the situation, (3) identification of problems, (4) decisions on objectives, (5) development of the plans of work, (6) execution of the plan of work, (7) determination of progress, and (8) reconsideration. His process is divided into two main parts, that of the program planning phase being steps 1-4, and putting the program into action (steps 5-7). The last step (8) is evaluation and leads one back to the first step.

Collection of the facts, the first step, was done in part by using the questionnaire, in part by interviews with adults and youth of the area, and by examining literature on many levels of work and efforts to produce some type of change in youth.

Data on the current population of the area, school enrollments, standard of living, and other characteristics of people and their environment has been slighted in this study--not because it was felt to be irrelevant or not applicable, but due to the timing of this writing as this is a Census year and much of the information sought is outdated, being ten years old. To some extent five and even ten year old data are useful. However, estimations and assumptions made from outdated information can be hazardous in planning. Thus, most of this type of information has been eliminated in this report, but should be included and evaluated when it becomes available.

Pesson's second step of analyzing the situation means to analyze the conditions which have given rise to the present situation. In this program plan, the following points should be considered:

(1) This five county area is heavily influenced by urban areas outside as discussed earlier.

(2) Most communities of the area appear to have a value judgement based on the idea of maintaining the status-quo, as opposed to attracting new industry and people.

(3) Higher education has not been a high value sought by most of the population. This seems to stem from the fact that most people of the area did not require college degrees to lead a comfortable life there. In addition, the nearest

four year school accepted as an "institute of higher education," or "prestige school," was the University of Missouri at Columbia, or the University of Iowa. The schools in Keokuk, Hannibal, Quincy, and other near-by towns were considered to be junior colleges, and until only recently, Northeast Missouri State in Kirksville was thought of as a teachers college and did not carry prestige. These ideas are changing and in the authors opinion, a very constructive value change. Nevertheless, this commonly held view has influenced the youth and their ideas of higher education.

(4) The location of this area in the state has in some ways been detrimental to what is considered a progressive community attitude. No major highways cross the area, and one frequently hears the statement "We're not on the route to anywhere. A stranger seen must be lost!" The location has had its effects other ways too. The State government is hesitant (so the people feel) to place services in the area if alternatives are available because there is no large urban area nearby, nor tourist sights.

(5) Lastly, although this section of analysis is not in anyway all inclusive and complete, farming and related industries have for a long period of time been the main way of life. This has not been conducive to attracting new people or their ideas, into the area. Many of the farms stay within the family and many others are owned and

controlled by outisde interests such as the Doane Agricultural Service and Iowa-Missouri Land Corporation.

The third step of Pesson is to identify the problems. He suggests this is the gap between what is present and what is desired. It is during this stage, the planner attempts to determine the needs. There is always a danger in assuming what youth needs. The results may be superficial unless there is a serious effort to view the program from the standpoint of the youth. Many levels of need enter into the scope of this task, as society has its needs and adults have their needs to mention only two levels. In pursuing the real needs of youth, there is the possibility of obscuring those needs as seen from the youth's standpoint.

It is important, too, to recognize the fact that program planning can be built on both felt needs and real needs, and it is not the author's intention to eliminate either one in the program plan. Frequently the planning for satisfaction of real needs must in practice be hidden under the cover of attempting to meet felt needs.

From the various avenues used in collecting ideas for this program plan, twelve needs seem to stand out and are within the scope of the Extension Youth Agent to consider in designing a program. Perhaps it is best said at this point, that the next step in this model of program planning is to

set priorities and consider objectives, thus the list will be reduced. Also, this list of identified needs has not been classified as real or felt and their appearance in the list does not carry the meaning that they are in fact legitimate or absolute. The order of appearance carries no significance.

(1) The need for education to reduce the anxiety levels of youth concerned about their growth and physical changes.

(2) The need for parent and youth alike to learn how to communicate more effectively, understand one another, and to develop a high confidence level.

(3) The need to raise the level of youth's attitudes toward school and to make school more meaningful.

(4) The need of youth to grow socially, and to be prepared for behaviors which will be acceptable to themselves and their peers when confronted with new experiences.

(5) The need of youth to learn how to understand themselves and how to make acceptable decisions.

(6) The need of youth to prepare themselves for the adult world, which includes vocational and marital guidance, citizenship training, and religious direction.

(7) The need to experience new and different things and to have the opportunity for exposure to different ideas, people and places.

(8) The need of youth to be involved in controlling their own destiny.

(9) The need for certain youth to be offered programs and assistance of a remedial nature to assist them in maintaining a level of their peers.

(10) The need for an acceptable outlet of youth's views and ideas and to express themselves with their individual talents.

(11) The need for wise use of leisure time.

(12) The need to belong and be identified with a group, a community, or the world.

As stated above, the next step of Pesson's process is to assign priorities and make decisions on objectives. Here again as at many points preceding, the planners own value judgements creep into the decision making, but it is very doubtful it can be avoided. It should be noted though that this danger does exist and care should be taken to avoid a program plan which does not reflect the findings, and shows instead the planners desires and wants.

The above list of needs must be reduced in number if this is to be a realistic plan of work. All of the needs could be programmed for, but time would permit only a very shallow program in striving to meet each objective. It would appear more reasonable and practical to select only a few, consider the resources required to meet the objectives,

and program for the remainder if the resources are available.

Selection of these high priority needs is a difficult task to do. The author's means of selection is probably not the quickest nor the ideal way, but it does seem to be fair and comprehensive. That process is to take each need, write an objective for it, plan a program for meeting the objectives, and finally evaluating each in terms of what can be done, eliminating those which obviously cannot be met, and then re-evaluating to select those which can be met and disposed of so as to provide the resources for other programs.

In this paper, this entire process will not be done as the plan of work arrived at here is not realistic for this Youth Agent. It serves as only part of a program plan for a full time agent planning a year's program. However, several needs will be examined in the following section.

PLAN OF WORK

Plan A

Situational Statement

The Northeast area of Missouri has been until only recently county oriented in so far as youth work has been concerned. There appears to be an obvious need among the youth leaders of the area to coordinate the efforts of each and to program in part on an area level.

Objectives

The Youth leaders in the five county area will meet for a series of meetings designed to increase their knowledge of the youth programs going on in the area; to increase their knowledge of the future plans of each leader; and to consider and plan jointly youth programs for the area.

Activities

(1) Youth Agent to send letter to all known Youth leaders of the area inviting them to a meeting on a certain date with time and place announced.

(2) Youth Agent to coordinate the day's program allotting time for each leader present to briefly explain his work in the area and his future plans.

(3) Report the findings of this study.

(4) Divide into groups for discussion of youth programs which might be jointly carried out.

(5) Evaluate the day and make provisions for any actions which were agreed upon by the group to follow.

Plan for Evaluation

By the organization and attendance of a meeting for all the youth leaders of the area.

Plan B

Situational Statement

This study has shown, as have other studies of youth, that there is a need for education to help youth and parents communicate more effectively and to understand one another.

Objectives

Parents will increase their knowledge of the characteristics of youth--their values, attitudes, and needs.

Youth will increase their knowledge of the characteristics of parents--their values, attitudes, and roles.

Parents and youth will increase their understanding of the basics of effective communication and increase their ability to communicate.

Activities

(1) Hold a non-credit short course for parents on the subject of "Understanding Youth" to include the topics of the changing youth values; the growing-up process; and the youth role.

(2) Hold a non-credit short course for youth on the subject of "Understanding Parents" to include the topics of the parental role(s); the parents' value system; and the problems of parents.

(3) Hold a series of meetings with youth and parents together to discuss those topics which both short courses

suggested as needing discussed with parents and youth together.

(4) Hold an effective listening course as many times as attendance will allow for both youth and adults.

(5) Use those resources available as radio programs, newspaper articles, etc. on the subject of the parent-child relationship as frequently as possible.

Plan for Evaluation

By having a pre-test and post-test for youth and adults to determine how much was learned and the degree of understanding.

Plan C

Situational Statement

There appears to be in this five county area, inadequate opportunites or situations for youth to participate in or do the things which they enjoy.

Objectives

For parents and adult leaders to increase their knowledge of, appreciation for, and skills in helping to provide adequate opportunities and situations for boys and girls to participate in worthwhile projects, programs, and activities.

Activities

(1) Train parents and leaders in the value of a good youth organization and the importance of the projects carried on by that organization.

(2) Train parents and leaders in how to improve youth organization meetings, activities, and projects.

(3) Create a task force made up of youth leaders and youth to study this problem and possible solutions.

Plan for Evaluation

(1) By the evidence presented showing an improvement of organization effectiveness.

(2) By youth leaders rating their meetings.

(3) By the organization of a task force.

Plan D

Situational Statement

Although youth of the area are receiving in some ways help on choosing occupations, there is a definite need for more assistance in deciding on and preparing for a career.

Objectives

For parents and leaders to increase their knowledge in and their appreciation for an understanding of career opportunities for young people and the preparation necessary for future careers.

Activities

(1) To hold career-selection workshops for parents and leaders to inform them of the importance of career selection, ways of selection, advisory resources, and outlook projections.

(2) To plan and carry out a career information program, using the above parents and leaders in the organization, for all sophomores and juniors in the area.

Plan for Evaluation

By testing the youth to see if they are better informed after the programs.

CONCLUSION

This study has served to provide much information to assist in development of a program plan for youth. The questionnaire was of particular help even though some of the findings might have been assumed beforehand. The results did provide new information and re-emphasize certain points.

Perhaps of real importance, the study seems to be the beginning of some cohesiveness of youth leaders in the area and indicates some follow-up to this idea.

APPENDIX

Dear Youth Leader,

We would like to find out the needs of youth in the five county area of Adair, Clark, Knox, Schuyler, and Scotland counties, to assist us in preparing a long-range plan of work in the area of youth development. Your professional assessment of these needs, when added to those of your co-workers, will assist in development of this plan.

We would appreciate you returning this questionnaire prior to March 20, by sending it to:

Roark Rickett
Apt. 4-H
University Terrace
Columbia, Missouri 65201

1. Check what county(s) you work in normally:

Adair_____	Scotland_____
Clark_____	Schuyler_____
Knox_____	

2. Check the setting(s) in which you most frequently work with youth and youth leaders:

Individually_____
Group _____
Classroom _____
Organization_____
Other _____ Please Describe_____

3. Check the following age group(s) which you most frequently work with:

5 and under	_____
6 through 11	_____
12 through 17	_____
18 through 24	_____
Over 24	_____

4. Check the following role(s) in which you most frequently work with youth and youth leaders:

Instructor	_____
Coordinator	_____
Counselor	_____
Leader of Group	_____
Other	_____ Please Describe_____

5. Please rank the following programs in order of the greatest needs of youth. Please put a "1" in the blank corresponding to the area of highest priority; a "2" in the blank of the next highest and so on until you have ranked all you feel are required.

___Initiate and expand school related educational programs
___Improve and supplement programs in guidance and counseling
___Expand opportunities for employment
___Use and develop necessary community services for youth
___Build moral and spiritual values
___Assist in adjustment to urban living
___Increase knowledge of inter-personal relationships
___Improve recreational facilities and programs

6. Please list other programs for youth not covered above which should be considered, in rank order:

7. Please list those youth audiences which you feel are primary when developing a youth program. (For example, the 6-12 age group, or the disadvantaged.)

8. Please give a brief description of the major emphasis your organization is stressing in relation to youth programs.

9. Please give a brief description of the youth program you will be offering the next twelve months.

10. Please check the following items which you need in carrying out a better youth program:

___Increased knowledge of your impact on youth
___More youth leader participation
___Resource people (Consultants)
___Cooperation among youth serving agencies
___Better trained voluntary leaders
___Credit courses from College or University
___Non-Credit Short Courses
___Reference lists and abstracts of research about youth programs
___Other Please Describe_____

11. Describe how you think youth programs of our area could best be coordinated:

12. Please feel free to make any additional comments:

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